

Title of ER: Introduction to Ethics
Level: B2
Target audience: all college level students
General goals/objectives: listening comprehension
Specific goals/objectives: <ol style="list-style-type: none"> 1. consider ethical dilemmas 2. listen to a dilemma and react 3. listen to an audio-visual program and note the major details
Materials needed for activity: (check the following) X internet access X projector X speakers _ printout X BYOD (Bring Your Own Device - smartphone, tablet) _ other: _____
Time: 45-60 min
Overview: Brief class discussion about ethics leading into students choosing how they would react to an ethical dilemma described in the listening. Then students listen to an explanation of Kohlberg's stages of moral development and identify where they and their class are on Kohlberg's model.
Activity 1 Brief class discussion of ethics, eliciting personal stories of ethical dilemmas
Activity 2 <ol style="list-style-type: none"> 1. Make a copy for each class of the Google form so that you can then view your Ss' responses in class. 2. Send out the link to your students (upload to the class Moodle site). 3. Watch up to 0.53 of the Heinz dilemma and then ask students to choose an option of what they think should happen next. They should remember which option they chose.
Activity 3 <ol style="list-style-type: none"> 1. Make a copy of the Kohlberg Model table for your students and ask them to complete the table as they watch the video. Review their answers. 2. View the class responses to the Google Form. Connect Kohlberg's Model to the Heinz dilemma - watch the 3 possible scenarios. Where are they on Kohlberg's model?
Supplementary materials The Trolley Problem

Related LOs The Ethics of IT Professionals in China
A Code of Ethics

Can-dos

Reception/ Listening	Listening to audio-visual	Can understand academic content of audio-visuals (e.g., videos, TV news, current affairs programs, and documentaries) (adapted B2)
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Interaction / Spoken	Overall spoken interaction	Can interact with some confidence on familiar routine and non-routine matters related to his/her interests and professional field (adapted B1+)
	Overall spoken interaction	Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar (adapted B1)

1. **“For many people, the very notion of business ethics is oxymoronic”** (Davison, Martinsons, Lo and Li, 2009)

Why is the idea of **business ethics** an [oxymoron](#)?

Have you ever found yourself in an ethical dilemma?

2. Watch Heinz’s dilemma. Make a copy of this form for your class: <http://goo.gl/forms/QFKkMTYw1X> and send them the new link.

3. Students answer the question on their phone

Kohlberg’s Model

1. Students fill in this table about **Kohlberg’s model** as they watch this video clip: <http://www.youtube.com/watch?v=O7pQJ0ptjk0&feature=PlayList&p=D8C59D71D130C1>

Levels	Typical Age	Stages	Characteristics/ Examples
Level 1 <i>Pre-conventional</i>		Stage 1: Stage 2:	
Level 2		Stage 3:	

		Stage 4:	
Level 3		Stage 5: Stage 6:	

2. View your class's responses to the Heinz Dilemma:

https://docs.google.com/forms/d/1JnWN_2COSOSujTgJig3invluhyb-N5vhbaqBiZN5tBY/viewanalytics

Where is your class on the Kohlberg scale?

The video discusses the three options: <https://youtu.be/5czp9S4u26M> Do you agree with the video?

